

# Unit Planning Guide: Grade 7 Unit 3 of 8

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| Unit Title: Discovering Themes | Pacing (Duration of Unit):5 weeks (11-15) |
| Grade: 7                       | Buffer Day(s): 3-5                        |

## Desired Results

### Transfer Goals

*Students will be able to independently use their learning to:*

- **Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.**
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- **Communicate ideas effectively in writing to suit a particular audience and purpose**
- **Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes**
- **Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts**
- **Develop the habit of reading for enjoyment**

### Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):  
(weeks 11-15)

**W.7.1. Write arguments to support claims with clear reasons and relevant evidence.**

**a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.**

**b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.**

**c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.**

### WiDA Standards (ELL)

**WIDA for English Language Learners**  
Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting  
Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they

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| <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented</p> <p><b>W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</b></p> <p>a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p> <p><b>SL.7.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</b></p> <p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary</p> <p><b>RL.7.6. Determine how an author develops and contrasts the points of view of different characters or narrators in a text.</b></p> <p>RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p><b>RI.7.6.Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others</b></p> | <p>will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.</p> <p>To be completed in collaboration with the ELL Department</p> |
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| <b>Meaning (*Mostly assessed through Performance Tasks/Assessments)</b> |
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| <p><b>Big Ideas:</b></p> <p>A drama is comprised primarily of dialogue.</p> <p>Playwrights break up dramas into acts and scenes as an organizational structure.</p> <p>Stage directions are used to inform the actors/readers of action and help them to visualize action/scenery.</p> <p>Drama’s consistently seek to convey a theme.</p> | <p><b>Essential Questions:</b></p> <p>How does literature convey universal theme?</p> |
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| <b>Acquisition (*Mostly assessed through traditional summative assessments)</b> |
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**Knowledge:** Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

*Students will know ...*

- **Academic Vocabulary**
  - Elements of Drama (Acts, scenes, dialogue, monologue, stage directions)
  - Claims, counterclaims, argument, sound evidence
- (ongoing)
- Character, setting, event, plot, exposition, conflict, rising action, climax, falling action, resolution, point of view
  - Rules of capitalization, punctuation, spelling
  - Metaphors, similes, personification, alliteration, imagery
  - Greek and Latin roots (Vocabulary)

**Skills:** The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)

*Students will be skilled at:*

- Citing relevant evidence
- Determining central ideas in a text
- Organizing reasons and presenting ideas in a logical sequence
- Writing an argument to support writers opinion on an issue raised by a work of fiction, nonfiction, or drama
- Determining how authors develop different points of view
- Determining meaning of unfamiliar words from context